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ABSTRACT

OUTLINES FOR THE DEVELOPMENT OF A LANGUAGE ARTS CURRICULUM IN THE ELEMENTARY GRADES ARE PRESENTED IN THIS STATE CURRICULUM GUIDE, WHICH CAN ALSO SERVE AS A REFERENCE FOR THE INDIVIDUAL TEACHER OF THE COMMUNICATION SKILLS. THE PHILOSOPHY BEHIND THE GUIDE, SUGGESTED USES FOR IT, AND STUDENT EVALUATION PROCEDURES ARE FOLLOWED BY INDIVIDUAL TEACHING UNITS ON (1) LISTENING; (2) SPEAKING--ORGANIZATION OF THOUGHT, VOCABULARY, COURTESY IN SPEAKING, BODY MOVEMENTS, VOICE; (3) READING--WORD RECOGNITION, INTERPRETIVE SKILLS, STUDY SKILLS, AND LITERATURE; AND (4) WRITING--USAGE, CAPITALIZATION AND PUNCTUATION, GRAMMAR, SPELLING, HANDWRITING, PROOFREADING. EACH UNIT LISTS TEACHER ACTIVITIES, SKILLS TO BE ACQUIRED, AND A GRADE-BY-GRADE SCHEDULE INDICATING WHEN SPECIFIC SKILLS ARE TO BE INTRODUCED, TAUGHT, OR MAINTAINED. (JM)

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STATE OF ALASKA
Department of Education

GUIDELINES
(Tentative)

TO

ELEMENTARY LANGUAGE ARTS

Grades 1 - 8



William T. Zahradnicek
Commissioner of Education
Juneau, Alaska
1964

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TABLE OF CONTENTS

Foreword i

Workshop Participants ii

Philosophy 1

Suggested Use of Guide 2

Evaluation Procedures 5

Section I, Listening 7

Section II, Speaking 10

Section III, Reading 19

Section IV, Writing 30

Appendix 47

FOREWORD

This publication is offered in tentative form to teachers and school systems throughout Alaska as the recommended foundation for effective development of the important skills of communication in the elementary grades. The material presented here is the collective thinking of selected teachers of the language arts from all areas of the State. It is intended as a basic pattern which may be sized and fitted to the needs of our schools, whether in city or village, on military base, in logging camp or agricultural area.

Curriculum must change and grow. It must be scaled and adjusted to meet the needs of all children. The policy of the Department of Education is not to prescribe a course of study to be closely followed in all schools, but to define appropriate standards and permit considerable local variation in meeting them.

It is our hope that teachers will find this guide a useful tool in improving the quality of instruction in all elementary schools of Alaska.

Wm. T. Zahradnicek
Commissioner of Education

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PHILOSOPHY

The language arts are the skills used by individuals to receive and express ideas. Listening, speaking, reading, writing, observing and thinking are the closely related processes used in communication. The development of ability to use those processes effectively is the purpose of the total language arts program in the elementary school.

A developmental program of language arts should begin by utilizing the language experiences of children in their daily living. Skills must be systematically taught, strongly augmented and maintained to insure success in school. The curriculum should provide for every child opportunities and experiences planned to stimulate continuous growth in the communicative processes.

The development of readiness for learning is highly important. Children may enter school with oral vocabularies that are seriously inadequate for success in reading. The wide variations in environments, backgrounds and experiences of Alaskan children require that individual differences be assessed and adequate adjustments for effective learning provided. As skills are acquired, readiness to undertake new learning at a higher level is developed. The closely interrelated skills of language constantly reinforce each other as they are used in the various subject areas of the school curriculum.

This guide is submitted by a statewide committee of selected teachers as the common denominator of language development in our elementary schools. It is hoped that it will be used as the foundation for realistic programs of language arts in many schools and school systems of Alaska.

SUGGESTED USE OF THIS GUIDE

This guide has been designed to serve two functions:

- 1. Provide guide lines to individual school systems as they attempt to develop a language arts curriculum which is especially suited to their particular locality;**
- 2. Serve as a reference for the individual teacher. In this regard, it should:**
 - (a) provide a total picture of the language art skills**
 - (b) identify specific skills to focus on in teaching and evaluation**
 - (c) suggest examples of activities which might effectively develop these language arts skills.**

(With respect to the examples of suggested activities, these are frequently aimed toward the achievement of a specific skill or understanding. This is not to imply that the activity is limited to that specific task. In most cases, a mere refocus will make the same activity suitable for the achievement of other goals.)

USE OF GUIDE (Continued):

A Special Reminder to the Teacher: There exist certain language tasks - involving speaking and writing - in which both child and adult are required to engage.

The broader tasks include:

1. Conversations
2. Discussions
3. Making reports (both oral and written)
4. Writing letters
5. Making explanations and giving descriptions and directions (both oral and written)
6. Telling stories
7. Making reviews (both oral and written)
8. Doing creative writing

The more special tasks include:

1. Making introductions and greeting callers
2. Using the telephone
3. Giving and answering invitations
4. Writing items for the newspaper
5. Making announcements

Still more specific tasks - those especially pertinent to life in Alaska - include:

1. Using mail order catalogs
2. Writing checks and money orders
3. Making long distance telephone calls
4. Writing requisitions for supplies
5. Using small radio transmitters
6. Interpreting and reporting weather information

USE OF GUIDE (Continued):

7. Filling out income tax returns
8. Writing and sending telegrams.

While it is true these tasks are frequently carried out without attention to the skills listed in the pages that follow, it is the role of the school to teach these skills so that the individual can function effectively in those life activities requiring the expressive aspects of language. Remember too, the above language tasks provide the basic motivation for the learning of the specific skills delineated in detail in this guide. For specific ideas on how to introduce vital language tasks into the classroom, please refer to the Alaska State Department of Education publication, Sourcebook of Suggested Ideas for Motivating and Enriching Written Composition - Intermediate Grades, (specifically Section V, pp. 146-162) and to the books listed in the brief bibliography included in the Appendix of this guide.

EVALUATION PROCEDURES FOR TEACHER AND STUDENT

A knowledge of skills is the first step in adequate evaluation. This guide, in delineating these skills, has a three-fold purpose. It should help the teacher:

1. to diagnose needs
2. to focus instruction on specific skills
3. by serving as a check list for determining teaching effectiveness.
(To make this a working check list, it is assumed that the teacher will concentrate her daily efforts on a limited number of specific skills.)

The written aspects of the language arts skills are relatively easy to evaluate. Spelling in particular should be evaluated immediately by the pupil checking his own work.

Because oral language - the most vital facet of communication - is difficult to evaluate, we suggest that the teacher, rather than relying on memory, make her own check list, based on the specific skills listed in the guide under Speaking.

We suggest that teachers make use of the following devices in evaluating the language arts, selecting the device in terms of the area under consideration:

DEVICES AND TECHNIQUES

1. Standardized tests (basic reading tests and sub-sections of the achievement tests used in the respective school systems)
2. Check lists (as mentioned above)
3. Systematic examination of the child's work samples
4. Scales (composition, handwriting - such as the sample produced in Appendix or those provided with the handwriting methods used in the respective school systems.)
5. Practical notes made by the teacher pertaining to progress in language arts
6. Pupil-teacher conferences
7. Progress charts to be used in self and group evaluation
8. Tape recorder for self-evaluation in voice skills
9. Standards or rules established by pupil and teacher in the various areas, (e.g., proofreading and revising)
10. The opaque projector (sample of student's paper placed in projector and analyzed.)

11. Informal role playing (to be used as a basis for group analysis of oral language effectiveness.)

SPECIFIC REMINDERS TO TEACHER:

1. Is there a balance between oral and written activities?
2. Has accent been placed on the positive rather than the negative?
3. Has emphasis been placed upon developing a "conscience" through pupil participation in the evaluation process?
4. In order to assure honest self-evaluation by the student, has a realistic learning task been provided?

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
LISTENING																								
The Pupil:																								
Learns to listen <u>attentively</u>.																								
focuses on activity at hand		X			X			X			X			X			X			X			X	
determines main ideas									X					X			X			X			X	
selects and discards details									X					X			X			X			X	
notes sequence of events	X			X			X			X			X			X			X			X		
strives to lengthen attention span	X			X			X			X			X			X			X			X		
Learns to listen <u>critically</u>.																								
questions what he hears							X			X			X			X			X			X		
makes inferences		X			X			X			X			X			X			X			X	
perceives relationships (cause and effect)		X			X			X			X			X			X			X			X	
compares and contrasts		X			X			X			X			X			X			X			X	
makes judgments	X			X			X			X			X			X			X			X		
Learns to listen <u>appreciatively</u>.																								
forms sensory images		X			X			X			X			X			X			X			X	
forms and interprets ideas		X			X			X			X			X			X			X			X	
forms concepts		X			X			X			X			X			X			X			X	
assimilates into his own being		X			X			X			X			X			X			X			X	
creates new thoughts by relating old experiences.		X			X			X			X			X			X			X			X	

SUGGESTED ACTIVITIES

Focus on activity at hand.

Give frequent oral tests. Read aloud test instructions and questions. Allow pupils time to write answers to oral questions.

Determine main ideas.

Ask pupils to select paragraphs to read aloud to a listening group, and the listeners to identify the topic sentence of each paragraph as it is read.

Notes sequence of events.

Read a short story to your class. Following the reading, give each child a "scrambled outline" of the events in the story and ask him to rearrange it in proper sequence.

Stress listening as a skill that can be acquired by consistent practice. In activities such as those listed above, children should be aware that they are developing a specific listening skill.

Use poetry to form sensory images.

After reading a poem to children, list the "sounds" heard in it. Or, ask children to listen for words that suggest color, music, movement.

Read selections of literature or poetry to a background of appropriate music.

Ask the listeners to match the spoken words to the sounds of the music. (Example: THE RIVER, R. L. Stevenson - read to Handel's WATER MUSIC)

Record two or more descriptive paragraphs concerning one subject on the tape recorder. Tell the listeners to note and list (1) similarities and (2) significant differences in the descriptions.

SECTION II

S P E A K I N G

1. ORGANIZATION OF THOUGHT
2. VOCABULARY
3. COURTESY IN SPEAKING
4. BODY MOVEMENTS
5. VOICE

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
ORGANIZATION OF THOUGHT																								
The Pupil:																								
Chooses an appropriate topic.																								
Organizes his thoughts.																								
Keeps to the topic		X				X			X			X			X			X			X			X
Uses proper sequences		X			X				X			X			X			X			X			X
Gives all important details							X				X				X			X			X			X
Uses correct spoken sentence structure							X				X				X			X			X			X
Avoids run-on sentences							X				X				X			X			X			X
Uses a variety of sentence forms							X				X				X			X			X			X
Avoids and-uh, well-er, etc.				X				X				X			X			X			X			X
Avoids short choppy sentences.				X				X				X			X			X			X			X
Uses correct spoken paragraph structure							X				X				X			X			X			X
Topic sentences							X				X				X			X			X			X
Expanding sentences													X			X				X				X
repetition																								
contrast																								
example																								
justification																								
Uses clear descriptive words which distinguish the topic.	X					X			X			X			X			X			X			X

SUGGESTED ACTIVITIES

Organizes his thoughts.

Ask children to choose a small object in the classroom and prepare to tell the story of its life, using the first person. (Example: "I am a stick of chalk.")

Uses proper sequence.

Play the "How-to-do-it" game. Children prepare and present oral directions for classroom experiments or art projects. (Examples: How to tie a fish fly. How to fold a paper basket. How to make a wire coat hanger into an object of beauty.)

Gives important details.

"Prepare a talk about an interesting place you know that a guide might give to tourists."

"Pretend to be a famous person and tell three exciting things about your life."

Uses correct spoken sentence structure.

Give frequent practice in good oral sentence structure. Write summary sentences covering a learning experience. Children draw sentences from a box and develop several others from it.

Uses correct spoken paragraph structure.

Expand a definition into a paragraph. (Example: What is a windmill?) Contrast a new fact with known facts. Teach children to end each spoken paragraph with a good summary sentence.

Notes to the teacher:

1. Make definite plans with individuals and groups for continuous pupil vocabulary growth and development.
2. Your own vocabulary should challenge your pupils, but not discourage them.

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
VOCABULARY																								
The Pupil:																								
Uses in speaking new words encountered in reading and other activities.	X	X			X				X			X			X			X			X			X
Chooses exact meaningful words.				X			X				X			X			X			X			X	
Adjusts vocabulary to listener.									X				X			X			X				X	
Uses a variety of words; avoids trite expressions.									X				X			X			X				X	
Uses words correctly.	X				X		X			X			X			X			X			X		
Chooses vivid, expressive words.							X			X			X			X			X			X		
Understands wide variations of word meanings in different settings.				X				X		X				X			X			X			X	
Uses figures of speech.							X			X			X			X			X			X		
Knows origins of many words.													X			X				X			X	

SUGGESTED ACTIVITIES

Chooses exact meaningful words.

Have children make riddles describing the exact shades of a color. Use similes and figures of speech. (Example: "I am a shade of green - the color of new young leaves in spring." What am I?)

Uses a variety of words, avoids trite expressions.

Play the "Word Mystery" game. The teacher writes a number of descriptive phrases on the board. Pupils change the words but not the meaning. Thus, "a friendly dog" becomes "an amiable canine."

Uses new words encountered in reading and other activities.

Write new words on folded paper fish, fasten with a steel paper clip and place in large fish bowl. Each child "fishes" for a word with pole which has a small magnet at the end of a line. When he catches a fish he reads the word and uses it in a sentence.

Chooses vivid, expressive words.

Distribute colored photographs or postcards to groups of children. Allow a few moments for preparation of a sentence to say in words what the picture says in form and color.

Knows origin of many words.

As countries of the world are studied, keep a file of words indigenous to each. Explore the dictionary and relate word origins to the countries children are studying.

Uses a variety of words - avoids trite expressions.

Ask children to listen to a radio program and identify trite and over-used words. Then prepare and present the program in class--using many similes and figures of speech.

Note to the Teacher: Your own example is the single factor of most importance in teaching courtesy to children.

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
COURTESY IN SPEAKING																								
The Pupil:																								
Listens when others are speaking.		X				X			X			X			X			X			X			X
Uses a pleasant voice.							X				X				X			X			X			X
Speaks loudly enough for everyone to hear.		X			X			X				X			X			X			X			X
Speaks slowly and clearly enough for all to understand.	X				X				X			X			X			X			X			X
Does not interrupt others.		X			X			X			X			X			X			X			X	
Speaks in turn.		X			X				X			X			X			X			X			X
Assumes leadership in helping the reluctant child to participate.							X				X			X			X			X			X	
Adjusts vocabulary to listeners.																X			X				X	
Develops sensitivity in recognizing clues for changing or avoiding subjects in conversation.							X				X			X			X			X			X	
Makes and accepts apologies, introductions and compliments gracefully.	X				X			X			X			X			X			X			X	

SUGGESTED ACTIVITIES

Listens when others are speaking.

Children use puppets to learn to speak in turn and to listen attentively to a speaker. As the puppets speak to each other they must listen carefully in order to answer questions and to carry on a conversation.

Uses a pleasant voice.

Record the voice of a good speaker. Allow children to listen critically, and to list the qualities that make this voice pleasant. Provide opportunity for practice and evaluation of tonal quality, variation in pitch and vocal expression.

Speaks loudly enough for everyone to hear.

Occasionally ask a pupil to read or speak from the back of the classroom, and listeners who cannot hear plainly to signal the speaker by raising hands.

Speaks slowly and clearly enough for all to understand.

Use the tape recorder. Record examples of pleasant speaking voice and an unpleasant, strident voice. Have the class listen to and discuss the voices. Then record and evaluate pupils' voices as to tonal quality. Continue to recorded examples of loud and soft speech, speech that is too slow or too rapid and clearly enunciated words contrasted with slurred, careless enunciation. Relate these examples to the speech of individuals.

Makes and accepts gracefully apologies - introductions - compliments.

Children select roles and perform introductions - make apologies, etc., in various situations.

Develops sensitivity in recognizing clues for changing or avoiding subjects in conversation.

In a group discussion, make up a Code of Consideration For Others in speaking. Stress that we must learn to disagree agreeably...that shouters have no place in conversations...that the rights and feelings of others must be considered. Develop a wall chart or a bulletin board from this activity.

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
BODY MOVEMENTS																								
The Pupil:																								
Assumes proper posture for speaking situation (neither too tense nor too relaxed.)																								
Establishes good rapport with audience.																								
Faces group.																								
Makes eye contact.																								
Uses only appropriate gestures (avoids facial grimaces and unnecessary bodily movements.)																								
Makes graceful entrance and exit																								
Shows illustrative material skillfully.																								
	X					X			X			X			X			X			X			X

SUGGESTED ACTIVITIES

Assumes proper posture.

In class discussion develop a chart of standards of good posture for speakers. Include use of hands and appropriate gestures. When a child has opportunity to speak to his classmates, have him refer to the chart and practice to improve posture.

Establishes good rapport with audience.

Children with a flair for drama and pantomime instinctively establish this rapport. Encourage others to (1) participate in dramatizations, (2) develop a feeling for an audience by noting audience reaction, (3) adjust speaking to the ease and comfort of the listeners.

Shows illustrative material skillfully.

Make a diorama and tell its story to an audience.

Read a poem and ask pupils to create illustrations of what the poem meant to them. Project the drawings on a screen and ask children to explain them.

VOICE	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The pupil:																								
Speaks distinctly																								
Articulates clearly		X				X			X			X			X			X			X			X
Enunciates carefully		X				X			X			X			X			X			X			X
Pronounces properly		X				X			X			X			X			X			X			X
Speaks audibly																								
Uses moderate rate of speed	X				X				X			X			X			X			X			X
Speaks with adequate volume		X				X			X			X			X			X			X			X
Projects voice sufficiently												X					X				X			X
Speaks pleasantly																								
Uses desirable pitch (high-ness and lowness of voice)	X				X				X			X			X			X			X			X
Uses a variety of tonal quality and inflection (changes in pitch)		X				X			X			X			X			X			X			X

SUGGESTED ACTIVITIES

Speaks distinctly.

Use the "tongue-twister" as a practice device. Example: Can you read this paragraph clearly and correctly in 20 seconds? "I bought a batch of baking powder and baked a batch of biscuits. I brought a big batch of biscuits back to the bakery and baked a basket of big biscuits. Then I took the big basket of biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a box. Then I took the box of mixed biscuits and a biscuit mixer and biscuit basket and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a tin of sardines."

Uses moderate rate of speed.

Practice reading to an audience. Write stories, poems or plays and determine from practice reading the proper rate. Present this material to another grade or classroom.

Speaks audibly.

Develop choral readings in which each person must strive for clear and audible, but not loud speech.

Enunciates carefully.

Practice saying long and short sounds of vowels. If possible, use a mirror when children have difficulty forming vowel sounds. Note that tongue and lips do not have much to do.

Uses a variety of tonal quality.

To make children aware of how mood or emotion affects vocal tones, the teacher sets a mood: excitement, boredom, happiness, weariness. Using a tape recorder, child attempts to express the mood. When the tape is played, evaluate good tonal quality.

SECTION III

READING

1. WORD RECOGNITION
2. INTERPRETATIVE SKILLS
3. STUDY SKILLS
4. LITERATURE

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
SKILLS OF WORD RECOGNITION																								
The pupil acquires:																								
Memory of Word Forms																								
Observes visual details of words	X	X			X			X			X		X		X		X		X			X		X
Is able to recall a clear mental picture of a word	X	X			X			X			X		X		X		X		X			X		X
Associates meaning with printed words																								
Sensitivity to shades of meaning				X				X			X		X		X		X		X			X		X
Understands the meaning of abstract terms, i.e. courage, loyalty							X			X			X		X		X		X			X		X
Understands homonyms				X				X		X			X		X		X		X			X		X
Use of Context Clues																								
Realizes words have more than one meaning or pronunciation, and context determines what this shall be.	X				X			X			X		X		X		X		X			X		X
Word Analysis																								
Phonetic Analysis																								
The pupil uses phonetic analysis through:																								
Consonants																								
rhyming words		X			X			X			X		X		X		X		X			X		X
initial and final consonants		X			X				X			X		X		X		X		X			X	
substitution of consonants		X			X			X			X		X		X		X		X			X		X
special two-letter consonants-symbols, i.e. ch, sh, th, wh.					X			X			X		X		X		X		X			X		X
phonetic understanding																								
double consonants--																								
second consonants usually silent					X			X			X		X		X		X		X			X		X
hard and soft C				X				X			X		X		X		X		X			X		X
hard and soft G				X				X			X		X		X		X		X			X		X
consonant blends		X			X			X			X		X		X		X		X			X		X
Vowels																								
auditory and visual perception of different vowels				X	X			X			X		X		X		X		X			X		X

SKILLS OF WORD RECOGNITION (Continued)	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
Vowels (Continued)																								
principles for determining vowel sounds																								
One vowel word or syllable the sound is usually short unless the vowel appears at the end of a word, i.e. ran, go				X	X			X			X		X		X		X		X				X	
When two vowel letters are together in a syllable the first is usually long, the second silent.				X	X			X			X		X		X		X		X				X	
When the two vowels are in a word or syllable, one of which is a final e, the first is long and the final is silent.				X	X			X			X		X		X		X		X				X	
When r follows the vowel, r controls the sound, i.e. dirt				X	X			X			X		X		X		X		X				X	
Syllabication and accent																								
Two consonants together are a clue to a syllable division between the consonants and if the consonants are the same the accent is on the first syllable.								X	X		X			X		X		X		X			X	
A single consonant following a vowel gives a clue to the consonant belonging to the second syllable and the first syllable being accented.								X	X		X			X		X		X		X			X	
If the last syllable of a word ends in a consonant plus le, the consonant belongs with the last syllable and the preceding syllable is accented.								X	X		X			X		X		X		X			X	
Structural Analysis through:																								
Root words	X	X			X			X			X			X		X		X		X			X	
Inflectional endings	X	X			X			X			X			X		X		X		X			X	
Prefixes and suffixes	X				X			X			X			X		X		X		X			X	
Understanding the suffixes have a grammatical as well as a meaning function. (noun-sleeve; adj.-sleeveless)										X				X		X			X			X		

SKILLS OF WORD RECOGNITION (Continued)	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
Structural Analysis (Continued)																								
Compound Words	X	X			X			X				X		X				X		X			X	
Contractions	X				X			X				X		X				X		X			X	
Dictionary																								
Ability to locate entry words							X			X			X			X			X			X		
Ability to derive pronunciation							X			X			X			X			X			X		
Ability to derive meanings							X			X			X			X			X			X		
Adapts definitions back into context							X			X			X			X			X			X		

SUGGESTED ACTIVITIES

Memory of Word Forms.

For beginning readers, use name cards and labels liberally. Place notices on chalkboard and read to children (weather report, special events, holidays). List names of children absent.

Use the experience story. For primary readers keep sentences short, and use words that appear in basal readers.

Use of Context Clues.

Collect paragraphs and sentences from science and social studies texts that clearly illustrate how meanings of unfamiliar words can be determined from context. Provide ditto copies for each pupil, and use to develop the ability to "look for meaning clues." Example: There were vast areas of grassland, called steppes, in southeastern Europe.

Word Analysis.

Develop perception of initial and final consonants by giving key words and having children listen to a series of words to determine whether they begin (or end) with the same sound. Then ask them to suggest other words that begin (or end) like the key word.

Rhyming Words.

Children listen to simple poems and identify the words at the ends of lines that rhyme. They may also be given rhymes and jingles in which the last word is left out, and they try to supply it.

Syllabication and Accent.

Print words on tag strips about 3 in. x 8 in. Have children cut words apart at syllable divisions and paste on colored paper, underlining accented syllable by a strip of bright paper. As children show and pronounce words, identify the rule involved. A bulletin board display can be made to illustrate the principles of syllabication.

Dictionary.

Introduce dictionary skills as children begin use of first dictionary. Provide practice in arranging words alphabetically. Teach the use of guide words. Teachers should study the pronunciation guide of the particular dictionary to be used, since there are differences among dictionaries in the phonetic symbols used.

To help children select the appropriate meaning from the dictionary, have oral "dictionary lessons" where children select the definition that "makes sense" in a particular context and read the sentence aloud, substituting definition for unfamiliar word.

From the beginning, teach reading as a search for meaning and a thinking process!

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
INTERPRETATION AND COMPREHENSION																								
The pupil:																								
Associates sounds and meaning with printed words.		X		X				X		X			X			X			X			X		
Distinguishes main ideas from supporting details.		X		X			X			X	X		X			X			X			X		
Senses the mood and emotional reaction of characters and identifies himself with them.		X		X			X	X		X	X		X			X			X			X		
Perceives relations, (time, place, cause-effect).		X		X			X	X		X	X		X			X			X			X		
Makes judgments, draws conclusions and summarizes.							X			X			X			X			X			X		
Recognizes motives for action of story characters.		X		X			X	X			X		X			X			X			X		
Grasps implied ideas and makes inferences.				X			X			X			X	X		X	X		X			X		
Anticipates action and outcome.	X			X				X					X			X			X			X		
Distinguishes fact from fiction	X			X			X				X		X			X			X			X		
Achieves effective oral interpretation including sensitivity to pitch, intonation, stress and rate.		X		X			X			X			X			X			X			X		
Interprets figurative, idiomatic and picturesque language.										X			X			X					X			
Uses punctuation marks as an aid to understanding.	X	X		X	X		X	X		X			X			X			X			X		

SUGGESTED ACTIVITIES

Distinguishes main ideas.

Ask children frequently to (1) identify the one sentence in a paragraph that contains the central thought; (2) read introductions and concluding paragraphs carefully and (3) try to find the theme of a selection from its title or heading.

Clip current news items and ask children to read them silently and write appropriate headlines.

Senses mood and emotional reaction of characters and identifies with them.

As a book report, ask the child to speak in the first person as the main character of a favorite book or story.

Perceives relations, (time, place, cause and effect).

Present the events of a story in scrambled sequence. After reading the story children number the events in the order they occur in the story.

Interprets figurative, idiomatic and picturesque language.

Teach unfamiliar idioms like new words, and distinguish between literal and figurative meanings. Confused meanings can be clarified in discussions. Start with, ". . . a sky 'like a bluebird's wing'," and encourage children to create metaphors and similes of their own.

Uses punctuation marks as an aid to understanding.

Write a sentence on the chalkboard without punctuation. Show how punctuation can change meaning. Teach that punctuation marks are like highway signs; they point the way, tell when to slow down or stop, and how fast to go.

STUDY SKILLS	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The Pupil:																								
Learns locational skills																								
table of contents	X			X			X				X			X			X			X			X	
units; headings and sub-headings											X			X			X			X			X	
glossary											X			X			X			X			X	
index											X			X			X			X			X	
footnotes													X			X				X			X	
Learns to use reference materials and the dictionary							X				X			X			X			X			X	
encyclopedias											X			X			X			X			X	
atlas										X				X			X			X			X	
almanac														X			X			X			X	
periodicals													X				X			X			X	
combines information from several reference materials																X	X			X			X	
Learns to interpret and make use of																								
maps and globes											X			X	X		X	X		X			X	
graphs, charts, tables, and pictures										X			X				X	X		X			X	
Learns library skills																								
selects materials at his reading level				X	X		X	X				X			X		X			X			X	
learns library procedures - (withdrawals, etc.)			X					X			X			X			X	X		X			X	
uses card catalogue and shelf guides							X			X				X			X			X			X	
Learns to develop an outline										X				X			X			X			X	
Learns to classify and take notes on information														X			X			X			X	
Learns to vary reading rate to fit purpose and material - (skimming, etc.)																		X			X		X	

SUGGESTED ACTIVITIES

Learns locational skills.

Beginning at the primary level, introduce new books by the "Test Flight" method. Pupils should identify table of contents, glossary, index, etc. and locate specific answers to several questions by using the locational aids.

Provide a series of dittoed questions with three alternative answers: true, false, or not mentioned. Children read a selection to find specific answer.

Learns to use reference materials, the dictionary, and card catalogue.

Pupils are given a duplicated list of interesting questions in each of which a key term is underlined. They are to circle another term in each question that might be the source of information in an index.

Example: How much cotton is grown in Alabama?

Learns to vary reading rate to fit purpose and material.

Each child is given a list of questions which are answered in a newspaper article and asked to read to find one-word answers. The winner is the first to locate all correct answers.

Note to the Teacher: Your own enthusiasm and love for good literature will be highly contagious! Don't be afraid to show it!

UNDERSTANDING AND APPRECIATION OF LITERATURE	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The Pupil:																								
Develops a lasting interest for . literature, authors and illustrators	X			X				X		X	X		X		X		X		X				X	
Recognizes and appreciates liter- ary types and authors' styles										X						X			X	X			X	
Is acquainted with legends, fairy tales and modern fantasy stories	X			X				X		X			X		X		X		X				X	
Enjoys folk tales of the U.S. with particular emphasis on Alaskan folk tales							X			X			X		X		X		X				X	
Discovers science fiction													X			X			X				X	
Enjoys poetry		X			X			X		X				X		X		X		X			X	
Analyzes the techniques of prose and poetry															X				X				X	
Memorizes suitable selections of poetry, prose and songs that are meaningful to him	X			X			X			X			X		X		X		X			X		

SUGGESTED ACTIVITIES

Develops a lasting interest for literature, authors, and illustrators.

Spark children's interest in their literary heritage by reading good literature to them and with them. Bring together the right book and the right child at the right moment.

Create a bulletin board each month around the life of a favorite children's author. Pictures, biography, poems and book reviews should be included.

Make the most of every opportunity for individuals to use the library or reading corner every day.

Develop a verse choir and dramatize poetry while it is read in chorus. Stephen Vincent Binet's Songs for Americans is an example.

Relate folk literature and historical fiction to the teaching of history and geography. For example, develop Arthur Guiterman's musical narrative poem, The Oregon Trail into a choral reading with a fifth grade social studies class.

Recognizes and appreciates authors' styles.

Discuss and compare two books (or poems) on the same subject, but by different authors.

Memorizes suitable selections of poetry, prose and songs.

Encourage children to memorize poetry, but do not make it a chore. The verse choir will create interest in this activity.

SECTION IV

W R I T I N G

1. USAGE
2. CAPITALIZATION - PUNCTUATION
3. GRAMMAR
4. SPELLING
5. HANDWRITING
6. PROOFREADING

USAGE	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
I. Nouns																								
Irregular plurals:																								
mouse-mice, man-men, woman-	X			X			X			X			X			X			X				X	
women																								
Naming oneself last				X			X			X			X			X			X				X	
II. Pronouns																								
himself, themselves																			X			X		
this, that																X			X				X	
Using "me"										X			X						X			X		X
he, him, she-her													X			X			X			X		X
III. Adjectives and Adverbs																								
Articles - a, an	X			X			X			X			X			X			X			X		X
good, well, more, most							X			X			X										X	
pointing words (these-those)										X			X			X			X			X		X
careful-carefully																X			X			X		X
real-really																X			X			X		X
sure-surely																X			X			X		X
most-almost																								
worse-worst																			X			X		
IV. Verbs																								
Principal Parts:																								
came-come				X			X			X			X			X			X			X		X
saw-seen				X			X			X			X			X			X			X		X
ran-run				X			X			X			X			X			X			X		X
isn't-aren't				X			X			X			X			X			X			X		X
is-are				X			X			X			X			X			X			X		X
was-were				X			X			X			X			X			X			X		X
did-done				X			X			X			X			X			X			X		X
went-gone							X			X			X			X			X			X		X
doesn't-don't							X			X			X			X			X			X		X
wasn't-weren't							X			X			X			X			X			X		X
eat-ate-eaten							X			X			X			X			X			X		X
give-gave-given							X			X			X			X			X			X		X
bring-brought							X			X			X			X			X			X		X
took-taken										X			X			X			X			X		X
knew-known										X			X			X			X			X		X
began-begun										X			X			X			X			X		X
rode-ridden										X			X			X			X			X		X
drew-drawn										X			X			X			X			X		X
wrote-written										X			X			X			X			X		X
sit-sat										X			X			X			X			X		X
set-set													X			X			X			X		X
let-leave													X			X			X			X		X

INTRODUCTORY STATEMENT

The Teacher should:

1. be constantly aware of faulty speech common to individuals and groups, yet be sensitive to the child's background.
2. help the children to appreciate variations in community speech habits.
3. help the children overcome nonstandard language spoken in the home without losing face.
4. provide many and varied opportunities for oral and written practice to establish the desired habits and test the learner.

SUGGESTED ACTIVITIES

During the first days of school the teacher should make notes of common speech errors and their frequency. Let children know that this is being done, and begin motivation for a campaign to improve speech. Beginning with most common errors, give specific practice to correct them, a few at a time.

Create with the class a suitable slogan for improving speech. Examples: "All For Better Speech" - "Save Our Speech" - "Correct Speech Errors" - etc. Develop a poster and slogan contest as an art project with better usage as the theme.

Develop a bulletin board of correct usage. Use a basic idea appropriate to your area to carry out the idea of good and bad usage, e.g. Cache and Trash, Gusher and Dry Well, Gold Mine and Slag. Use this display to create interest and teach good usage. As a caption use, "Where does it belong? In the Cache - or In the Trash?"

Usage Games.

Divide the class into two teams. Team 1 uses only verbs in the past tense. Team 2 may use only verbs in the present perfect tense. The teacher selects a verb, present tense. Teacher: Swim. Joe, team 1: I swam across the pool. Ned, team 2: Joe has swum across the pool.

The teacher writes on the board several verbs in the present tense. A leader starts the game by using the past and past perfect tense. Example: "I ran the race; I had run a long distance."

Have children make cards with word forms on opposite sides, e.g. - who, whom - she, her - it's, its. A leader reads a sentence requiring one form of the word to complete it correctly. Child responds by holding up correct form.

Any number of word games similar to those above can be used to overcome speech errors. Work on one error at a time.

Use posters, tape recordings, homemade movies and television shows, skits, riddles, jokes and creative dramatics in your classroom campaign for elimination of common speech errors.

USAGE (continued)	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
tore-torn													X			X			X			X		
climb-climbed													X			X			X			X		
say-said													X			X			X			X		
wore-worn													X			X			X			X		
grew-grown													X			X			X			X		
threw-thrown													X			X			X			X		
spoke-spoken													X			X			X			X		
broke-broken													X			X			X			X		
chose-chosen													X			X			X			X		
drank-drunk													X			X			X			X		
sang-sung													X			X			X			X		
rang-rung													X			X			X			X		
blew-blown													X			X			X			X		
burst-burst																X			X			X		
dive-dived																X			X			X		
teach-learn																X			X			X		
froze-frozen																X			X			X		
swam-swum																X			X			X		
buy-bought-bought																			X			X		
fall-fell-fallen																			X			X		
steal-stole-stolen																			X			X		
catch-caught-caught																			X			X		
spring-sprang-sprung																			X			X		
flew-flown																			X			X		
be, am; was, been																			X			X		
Agreement of Verbs																								
there is, was													X			X			X			X		
there are, were													X			X			X			X		
are with he and I, John and she, Mary and he																			X			X		
V. Conjunctions and Prepositions																								
like, as																			X			X		
I, her, she, we and they																								
after as or than																						X		
among, between																X			X			X		
than, from																X			X			X		
at, to, by																X			X			X		
in, into																X			X			X		
either, or; neither, nor																			X			X		
from, off, of																			X			X		
VI. Faulty Expressions																								
Double Negatives																								
hasn't neither; haven't you never;								X			X			X		X			X			X		
hasn't no				X			X			X			X			X			X			X		
no, any				X			X			X			X			X			X			X		
haven't hardly; haven't nothing				X			X			X			X			X			X			X		

USAGE (continued)	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
<u>Discrimination in meaning</u>																								
teach, learn										X			X			X			X				X	
let, leave										X			X			X			X				X	
sit, set										X			X			X			X				X	
may, can										X			X			X			X				X	
rise, raise																		X					X	
lie, lay																	X	X					X	
bring, take							X			X			X											
accept, except																		X				X		
borrow, lend																		X	X			X		
shall, will																		X	X			X		
less for fewer																		X				X		
<u>Colloquialisms, gross errors and unnecessary words</u>																								
this here, that there	X			X			X				X		X			X			X			X		
my brother he	X			X			X				X		X			X			X			X		
where to	X			X			X				X		X			X			X			X		
off of	X			X			X				X		X			X			X			X		
where is it at	X			X			X				X		X			X			X			X		
from off	X			X			X				X		X			X			X			X		
had of, could of and ought to of	X			X			X				X		X			X			X			X		
had ought	X			X			X				X		X			X			X			X		
hissself	X			X			X				X		X			X			X			X		
theirselves	X			X			X				X		X			X			X			X		
ain't	X			X			X				X		X			X			X			X		
he says for he said	X			X			X				X		X			X			X			X		
ask for asked	X			X			X				X		X			X			X			X		
use for used	X			X			X				X		X			X			X			X		
VII. Verbals - to be used with																								
accelerated groups in 7th and 8th																						X		
Possessive case with gerund																						X		
split infinitive																						X		
dangling participles																						X		

PUNCTUATION	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The pupil understands and applies the following skills:																								
Period																								
At the end of a statement	X			X				X				X		X			X			X			X	
After initials	X			X				X				X		X			X			X			X	
After abbreviations	X			X				X				X		X			X			X			X	
After letters in an outline									X				X			X				X			X	
In a bibliography												X		X					X				X	
After numbers in a list				X				X				X		X			X			X			X	
Question Mark																								
At the end of interrogative sentence	X			X				X				X		X			X			X			X	
Comma																								
Between day if month and year	X			X				X				X		X			X			X			X	
Between city and state	X			X				X				X		X			X			X			X	
In friendly letter - after salutation	X			X				X				X		X			X			X			X	
after complimentary close	X			X				X				X		X			X			X			X	
In a series							X		X				X				X			X			X	
To set off words of a direct address							X		X				X				X			X			X	
To set off words of a direct quotation								X				X		X			X			X			X	
After interjections								X				X		X			X			X			X	
To set off introductory words and clauses								X				X		X			X			X			X	
In divided quotations												X		X			X			X			X	
In a bibliography								X				X		X			X			X			X	
When last name precedes first																X			X				X	
After names of persons when followed by titles																						X		
Before conjunctions connecting lengthy independent clauses																	X			X		X		
To set off appositives																X				X			X	
To set off parenthetical expressions																	X					X		
Exclamation Mark																								
At end of exclamatory sentence							X			X			X				X			X			X	
Sometimes after interjections								X				X				X				X			X	

INTRODUCTORY STATEMENT

The teacher should:

1. develop in the student an understanding of why capitalization and punctuation are necessary.
2. develop sufficient familiarity with the mechanics of grammar to allow writing with ease and fluency.
3. help students to listen to the sound of the language as a guide to written punctuation and to see varied examples of dynamic punctuation.

SUGGESTED ACTIVITIES

Give practice in using punctuation in real situations. Write sentences from a conversation on the board. Ask pupils to punctuate. Have all board work corrected promptly.

Present several large pictures which show two characters. Ask the class to imagine a short conversation between the two persons pictured, and write the dialogue.

Have each pupil keep a notebook record of his errors in punctuation and the corrections.

Near the end of a class period, ask pupils to write a paragraph on a subject of interest. Collect papers at the end of period and give them out next day for proofreading. Tabulate errors in punctuation.

Teach punctuation in response to a direct need felt by the class, for example, if a composition assignment is to include conversation, teach the use of quotation marks.

PUNCTUATION (Continued)	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
Apostrophe																								
In contractions	X			X			X			X			X			X			X			X		
In singular possessives	X			X			X			X			X			X			X			X		
In plural possessives										X			X			X			X			X		
Quotation Mark																								
Before and after exact words of speaker	X			X			X			X			X			X			X			X		
In a divided quotation													X			X			X			X		
To set off titles of statues, poems, paintings, songs, etc.							X			X			X			X			X			X		
Colon																								
After salutation in a business letter							X			X			X			X			X			X		
In expressing time in numbers																			X			X		
To introduce a list, statement or question, or a series of statements, and a long quotation													X			X			X			X		
Hyphen																								
Divide words in syllables at end of line	X			X			X			X			X			X			X			X		
To join words combined into a single adjective modifier (e.g. well-to-do)																			X			X		
In compound numbers from 21 to 99																			X			X		
Semicolon																								
Between clauses or phrases containing many commas																						X		
Dash																								
To mark a sudden change																X			X			X		
Set off a parenthetic group																						X		
Before a summarizing statement																						X		
Parentheses																								
To enclose matter apart from main thought																						X		
To enclose numerals																						X		
Underlining																								
Titles of books, magazines, & newspapers, foreign words, names of ships, etc.										X			X			X			X			X		

CAPITALIZATION	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The pupil understands and applies the following skills:																								
First word of a sentence	X			X			X			X			X			X			X			X		
Name of a person	X			X			X			X			X			X			X			X		
Name of a street or an avenue	X			X			X			X			X			X			X			X		
The word I	X			X			X			X			X			X			X			X		
Name of a city or town	X			X			X			X			X			X			X			X		
Name of a school or other special place	X			X			X			X			X			X			X			X		
Name of a month, day of the week, or holiday	X			X			X			X			X			X			X			X		
Abbreviations: Mr., Mrs., St., Ave.	X			X			X			X			X			X			X			X		
Initials	X			X			X			X			X			X			X			X		
First word and all important words in titles and labels	X			X			X			X			X			X			X			X		
Titles used with names of persons				X			X			X			X			X			X			X		
First word in each line of a poem							X			X			X			X			X			X		
First word of greeting and closing letter	X			X			X			X			X			X			X			X		
First word in an outline topic										X			X			X			X			X		
First word of a quoted sentence							X			X			X			X			X			X		
Proper nouns	X			X			X			X			X			X			X			X		
Titles of respect and rank and their abbreviations				X			X			X			X			X			X			X		
Sacred names							X			X			X			X			X			X		
Names of directions when referring to some particular section of the country or part of the world										X			X			X			X			X		
Proper adjectives										X			X			X			X			X		

GRAMMAR	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The pupil understands the formal structure of written language																								
The Sentence																								
Recognition	X			X			X			X			X			X			X					X
Parts:																								
subject													X	X		X	X		X	X			X	X
simple													X	X		X	X		X	X			X	X
complete													X	X		X	X		X	X			X	X
compound													X	X		X	X		X	X			X	X
predicate													X	X		X	X		X	X			X	X
simple													X	X		X	X		X	X			X	X
complete													X	X		X	X		X	X			X	X
compound													X	X		X	X		X	X			X	X
complement																								
direct object																X			X			X		
indirect object																X			X			X		
predicate word																X			X			X		
phrase				X			X			X			X			X			X			X		
clause																X			X			X		
Structure:																								
simple													X						X			X		
compound																X			X			X		
complex																					X			
Use:																								
declarative	X			X			X			X			X			X			X			X		
interrogative	X			X			X			X			X			X			X			X		
imperative										X			X			X			X			X		
exclamatory										X			X			X			X			X		
Paragraph																								
Recognition				X			X			X			X			X			X			X		
Use of Topic Sentence										X			X			X			X			X		
Qualities: Unity, emphasis, and coherence													X			X			X			X		
Parts of Speech																								
Nouns	X			X			X			X			X			X			X			X		
Kinds: common, proper																								
Collective, abstract and concrete																X			X			X		
Singular and plural	X			X			X			X			X			X			X			X		
Pronouns							X			X			X			X			X			X		
Agreement with antecedent																X			X			X		
Kinds: personal and interrogative, relative, demonstrative, indefinite																			X			X		
Person, number, case of pronouns																			X			X		
Compound, reflective																			X			X		

INTRODUCTORY STATEMENT

The teacher should be aware that research shows:

That formal grammar, the study of language structure, has very slight influence on the usage habits of children,

That concentration upon the actual use of English in variations of basic sentence patterns is more significant,

That it is a waste of student and teacher time to attempt the mastery of grammatical terms at least until the seventh grade.

(This does not mean that formal grammar cannot be introduced earlier, but in this guide the emphasis upon formal language structure is placed at the seventh and eighth grade levels.)

SUGGESTED ACTIVITIES

At the upper grade level, play the sentence-building game. Make a pack of cards with directions, such as: Make a sentence having a compound subject and a linking verb completed by a predicate noun.

Write on the board a simple sentence consisting of subject and verb. Have pupils modify the meaning by adding adjectives, adverbs and phrases.

Print nouns on tags of cardboard; verbs, articles, pronouns and adjectives on others. Each child then makes a sentence by selecting its parts from the word-cards.

GRAMMAR (Continued)

	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
Verbs							X			X			X			X			X					X
Regular and irregular																X								X
Transitive and intransitive																			X					X
Linking																			X					X
Auxiliary																X			X					X
Modifications: voice, person and number, tense																						X		
Verbal forms: infinitive, gerund, and participle																						X		
Principal parts of a verb																			X				X	
Agreement of verb with subject													X			X			X					X
Adjectives							X			X					X			X				X		X
Articles							X			X					X			X				X		X
Comparison: Positive, comparative, and superlative degrees												X				X			X					X
Adverbs																X			X					X
Use: conjunctive																						X		
Comparison: three degrees																X			X					X
Preposition																X			X					X
Conjunction								X					X						X					X
Co-ordinate															X				X					X
Sub-ordinate																					X			
Interjections												X				X					X			X

Note to the Teacher: Use every opportunity to instill the idea that the ability to spell well makes all written work easier and more pleasurable, for the writer as well as the reader.

SPELLING	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The Pupil:																								
Shows a real interest in correct spelling	X			X				X		X			X			X			X				X	
Can spell words used in his written communication					X		X			X			X			X			X				X	
Develops a spelling conscience	X			X			X			X			X			X			X			X		
Uses a dictionary when he finds it necessary							X			X			X			X			X			X		
Recognizes common errors.*							X			X			X			X			X			X		
Develops correct visual and auditory image of words		X					X			X			X			X			X			X		
Masters correct spelling and proper use of all words on the required spelling list*		X			X		X			X			X			X			X			X		
Uses phonetic and structural analysis as an aid to correct spelling (see Reading section, page ____)		X			X		X			X			X			X			X			X		
Understands and applies certain spelling rules		X			X		X			X			X			X			X			X		
Masters spelling demons*		X			X		X			X			X			X			X			X		

* list to be placed in the appendix

SUGGESTED ACTIVITIES

Spelling Grab Bag.

Teacher lists each week words from all subject areas to be studied. Place words in "grab bag" and allow pupils to draw a word to add to the regular spelling list.

How To Get 100+ in Spelling.

As spelling words are being dictated, pupils write a word, - and after it as many correctly spelled, related words as time permits. Each extra word counts an extra point if correctly spelled. Example: snow (cold, white, flake, drift, ice, etc.)

Guess My Word. (To be played after word study)

1. Pupils divide word list in two groups.
2. "Leader" whispers his word to "Checker."
3. Leader: "I am thinking of a word in Group 1 that means to hurry. What is it?"
4. Is it rush - r-u-s-h?
5. When word is guessed, Leader becomes Checker - Guesser becomes Leader.

HANDWRITING	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The pupil:																								
Develops skill in using writing utensils correctly, maintaining good posture and position.		X				X			X			X			X			X			X			X
If lefthanded, modifies his position to fit his special needs.		X				X			X			X			X			X			X			X
Uses straight down-line strokes and circles to form correct manuscript letters.		X				X			X			X			X			X			X			X
Attains skill in reading cursive writing.				X				X			X			X			X			X			X	
Makes the transition from manuscript to cursive writing.								X			X			X			X			X			X	
*Achieves increasing legibility through attention to:																								
letter formation		X				X			X			X			X			X			X			X
slant								X	X			X			X			X			X			X
spacing		X				X		X			X			X			X			X			X	
alignment		X				X		X	X		X			X			X			X			X	
size		X				X		X	X		X			X			X			X			X	
quality of line		X				X		X	X		X			X			X			X			X	
Maintains and applies correct manuscript writing when the need arises.									X		X			X			X			X			X	
Evaluates his writing and makes constant efforts for improvement.	X				X				X		X			X			X			X			X	
Increases speed in writing.	X	X		X			X			X	X			X			X			X			X	
Writes legibly from dictation.				X				X		X				X			X			X			X	
Copies correctly from models.	X	X				X		X	X		X			X			X			X			X	
Uses ink in making final copies.								X						X			X			X			X	

*See appendix for examples.

PROOF READING	GR 1			GR 2			GR 3			GR 4			GR 5			GR 6			GR 7			GR 8		
	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint	Intro	Teach	Maint
The Pupil:																								
Checks mechanics for:																								
Punctuation				X			X			X			X			X			X			X		
Capitalization				X			X			X			X			X			X			X		
Spelling				X			X			X			X			X			X			X		
Usage				X			X			X			X			X			X			X		
Tense													X			X						X		
Person													X			X						X		
Checks content for:													X			X			X			X		
Development of chosen topics										X			X			X			X			X		
Organization of thought (see Speaking, page)										X			X			X			X			X		
Clarity																X			X			X		
Continuity										X			X			X			X			X		
Unity										X			X			X			X			X		
Projection of main idea																X						X		
Checks form for:				X			X			X			X			X			X			X		
Margins				X			X			X			X			X			X			X		
Spacing							X			X			X			X			X			X		
Indentation							X			X			X			X			X			X		
General appearance	X			X			X			X			X			X			X			X		

SUGGESTED ACTIVITIES

Develop with children over a period of time an orderly pattern for proofreading written work. Make check-lists for use by individuals.

Check for -

1. Clear readable sentences?
2. Capital letters where needed?
3. Punctuation according to meaning?
4. Misspelled words?
5. Margins even?
6. Title correctly written?
7. Neat, legible handwriting?

Allow time for proofreading after the paper has been written and before you see it. Teach the child that he can discover most of his own errors.

A P P E N D I X

COMMON SPELLING ERRORS

1. Incorrect pronunciation, as library for library
2. Omissions, as pont for point and lisen for listen
3. Insertions, as glaed for glad
4. Substitutions, as becose for because
5. Transpositions, as biuld for build
6. Failure to double letters, as runing for running
7. Wrong vowels, as obay for obey
8. Incomplete, as yellin for yelling
9. Confusion of consonants, as chozen for chosen

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A CORE VOCABULARY OF SPELLING WORDS

By George Kyte and Virginia Neel
Elementary School Journal,
54:32-33, September 1958.

Leslie W. Johnson, "One Hundred Words Most Often Misspelled By Children In The Elementary Grades."
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